

Vandalism: Are You the Victim?

by Lou Ballester

Shortly before Thanksgiving vacation most students received a memo from the Housing Office, stating that they would be charged for the vandalism done to their dorm. Broken windows, kicked in doors, missing furniture, and excessive cleaning are examples of the vandalism. It was a shock to most students to find out they would have to pay for somebody else's crime. Everyone in a dorm is being held responsible for the irresponsibility of a few. The innocent students are the true victims of vandalism, in having to pay for it and also by having to suffer any discomfort that might have been caused by the damages.

In signing the room assignment acceptance document all students have agreed to comply to residence regulation number seven, which states: "Since lounges and other common facilities are furnished by the University for the convenience of all residents, the University will hold the entire residence responsible for any unnecessary damages to these public areas." Even if students are not explicitly charged for vandalism they would pay for it in hidden charges. Vandalism in the past has been paid for out of the maintenance operating account, which roughly amounted to \$25,000 last year. Dr. Scott McDonald, vice president of administration and finance, was too busy to answer questions on the cost of vandalism or comment on this important issue of vandalism. Ms. Jane Neuman, Director of Residential Life, says it has been a few years since students were directly charged for vandalism, with the exception of an incident last year which she did not elaborate on.

Ms. Neuman states that the purpose of the explicit charges for vandalism is to make students aware of the vandalism problem. The idea is to create a cooperative effort in the Drew community that will help cut down vandalism. Putting financial pressure on students is supposed to create peer pressure among students that will discourage vandalism and help make specific individuals responsible if it does occur. Ms. Neuman points out that this approach is already working, since \$500 in missing furniture is to be returned thanks to student peer pressure.

Drew University does have insurance for extreme vandalism which has a \$1000 deductible for each single occurrence. This means that busted doors or broken windows wouldn't be covered by the policy with that large deductible. Director of Financial Affairs and Comptroller, Clifford Smith notes that a decrease in the deductible would make the insurance extremely expensive.

More Security?

How does two or three security officers in each building and one outside each building sound? That is what Gary Johnson, Director of Safety, says security would have to consist of in

order to try and eliminate vandalism, but he points out that this would be an extreme that few people would want including himself. Instead Mr. Johnson has taken some practical steps to curtail vandalism. About four weeks ago more student patrols were scheduled for the buildings. He states that this has definitely helped cut down vandalism. Probably starting in the January semester, full-time security officers will have different time schedules that will provide more people for nighttime patrol, when most vandalism takes place. At the same time there will be one instead of two security officers in a patrol car; the other one will be foot patrol to enable a wider area to be covered.

Resident Assistants were told to stay in the dorms on Halloween night by Ms. Neuman, to help prevent the vandalism that took place on Mischief Night. This is another thing in terms of security that can help prevent vandalism if there is some forewarning that a particular night will be bad. Though on Mischief Night, according to Mr. Johnson, there wasn't any major vandalism. A broken window in Welch Hall was the worst thing to happen, the majority of vandalism being shaving cream spread throughout many of the dorms.

Justice for the Victims

The student senate has come up with some proposals to make the cost of vandalism more equitable. Mark Beckett, Student Body President, mentioned four points that were voted on and accepted in principle. The first is that the Living Council of each dorm will be given a list of the damages before they are charged to the students. The Living Councils could then attempt to recover missing items, find the persons responsible for the vandalism, or get members of the dorm to clean up shaving cream etc. The second point would be to get ridiculous charges dropped, such as being charged for the removal of shaving cream from the rear exit glass in New Dorm. The third point is to itemize the charges and put a cost on each. When New Dorm students are being charged for excessive cleaning, what does that mean and how much does it cost? The fourth point is to have the cost of vandalism tabulated for each dorm, inform them of the charges but have costs calculated on a per capita basis for the whole college. This would be more equitable in that students would not be left with paying the total cost of vandalism done by students from other dorms to their dorm. It also means that the student community as a whole would pay for vandalism, thus stressing the point that vandalism is a community problem. Most of the people mentioned in this article pointed out the need for cooperation in our community to help alleviate the problem of vandalism, a crime for which all students pay the price.

"PUBLISH OR PERISH"

by Scott Smith

Something is seriously wrong on this campus, and the problem merits serious consideration. I refer to the collapse of the student media. The *ACORN*, and to a lesser degree, *WERD*. As many members of the community are aware, *WERD* has a limited effect on the campus. As a group of amateurs, the station does its best to provide news and public affairs programming of interest to the community, but the technical nature of its broadcast system, the number of people genuinely interested in operating a good station, and the management skills of those who control the operation of the station limit its effect on campus. Many people develop personal skills while being with *WERD*; these skills are self-rewarding, valuable to society, and mesh with the goals of a liberal-arts college. To assert that *WERD* serves no purpose but to play records would be false; nevertheless, one could argue that *WERD* is not an integral part of the community.

No such arguments can be entertained in regards to the *ACORN*. An independent campus newspaper is an absolute necessity to a community of scholars. A serious problem now exists on this campus because the newspaper has, for practical purposes, ceased to exist.

A university is a place where knowledge is exchanged, and knowledge consists of, among other things, information. An absolutely necessary vehicle for the exchange of information is a viable form of the press. For the reasons cited above, the radio cannot provide this service. Therefore, that vehicle must be the newspaper. For a newspaper to exist, information relevant to the community must be contained within it. It must report the activities of the community. It must serve as a forum for ideas and debate. It ought to entertain, but it must inform.

Like an advertisement for life insurance, this community feels secure in its ignorance of impending fact. The community is uninformed. It has not the slightest idea of how or why things occur which influence its life. It knows little about how or why the campus operates the way it does. Rather, it acts and believes what it does on the basis of how things appear to be. Appearances are deceptive. Apparently, not much is happening here on campus, but actually, lots of things are happening, and these things greatly influence the community. Because nothing appears to be happening, and because there is no information about what is happening, the community believes that there is nothing worth caring about, and therefore, there is apathy.

A traditional function of the press is to guard against the arrogance of power. Arrogance can take many forms. The small group of people who govern this community are prisoners of it, because they act without the benefit of knowing their constituents' wishes. Rule-makers assume that the majority is silent because it consents to the rule, when in fact, the majority is silent because it is ignorant.

The community has the right to know how and why decisions are made which

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Iranian Student Protest

(CPS)—Even as the civil war in Iran forced the resignation of Iranian Prime Minister Jaafar Sharif-Emami, the *Houston Chronicle* published a letter saying that, "I hate to say it, but if (Iranian students studying in the United States) cannot act like decent, law-abiding visitors, then they should really go home. And perhaps a few visas should be cancelled to speed up the process."

The letter came three weeks after a group of Iranian students disrupted a visit by Chip Carter, President Carter's son, to the campus of Texas Southern University here. The peaceful protest inspired TSU President Granville Sawyer to impose a temporary ban on campus demonstrations, as well as a retaliatory lawsuit by the Iranian students themselves. Houston Mayor

Jim McConn added that "it's time the Iranian students recognize the fact that a lot of Houstonians have had enough of them." He recommended that "disruptive" foreign students be deported.

The reaction was typical of what has become an increasingly intolerant attitude toward Iranian students on American campuses for almost 20 years. American colleges and universities have cooperated closely with the regime of Shah Mohammed Reza Pahlavi, directly benefitting from the Shah's monetary aid to some 60 U.S. schools.

The shah has also increased the number of students allowed to study in the U.S., where they're sent to pick up much-needed western Technology and

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THE DREW ACORN

The Drew Acorn is published weekly during the school year except on or near school holidays. The paper is free to the Drew Community; outside subscriptions cost \$5 per semester. All correspondence should be sent to The Drew Acorn, Drew University, Madison, N.J. 07940

The Acorn is published by the College of Liberal Arts. The University does not exercise any form of censorship over the paper's content and is not responsible for any opinions expressed herein.

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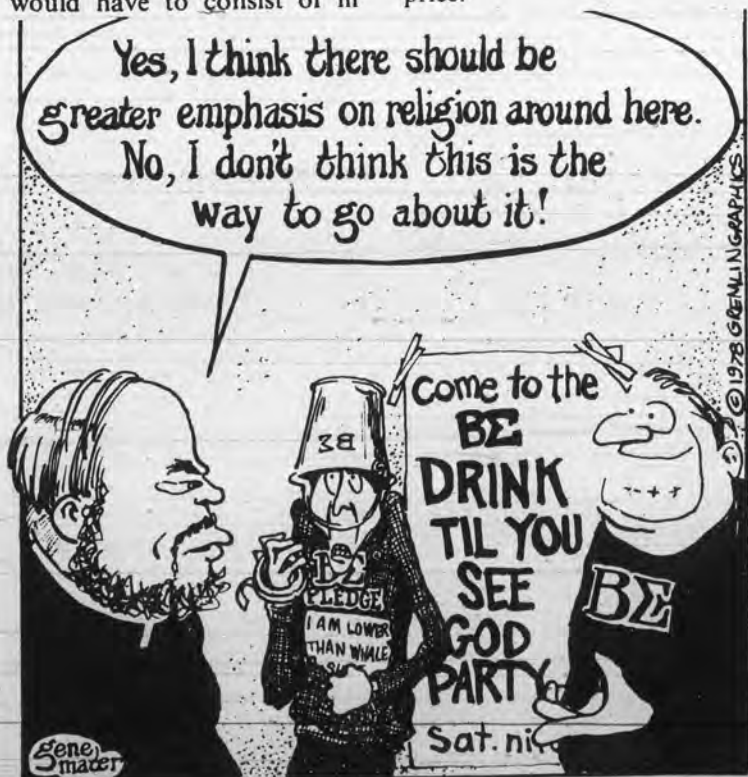
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(Review of Fri. Nov. 17th STAR WARS T.V. "Special.")

If you thought the movie "Star Wars" was the cultural property of the 70's generation of young adults, guess again. Last Friday's network TV Star Wars Holiday Special has just 'packaged' Star-Wars for mass consumption by everyone from the corner nursery school to the corner nursing home. The intergalactic revolutionary drama has gone American middle class, in a really big way. Take your pick: balloons or barf bags. Whether you choose to celebrate or castigate the culmination of commercialization, it's a development worth noting and reflecting upon. Here's how I see it....

The 'special' and the film differ as greatly as a fast-moving western or tense war flick differ from a slick domestic situation comedy or a Carol Burnett show. The contrast is so great one rather feels as though he's seen General Patton dancing the hustle in drag. It is, at best, bizarre; at worst, unconscionably 'cute'...like a pubescent prostitute wearing too much make-up and reeking with pith-piss-poor perfume.

For example, if you thought that Solo's 8-foot wookie co-pilot, Chew-Bacca, was female (and thought you spotted Solo pimping for her in the space-port bar scene, you need to either review the film one more time or revise your estimate of Chewwy's morals. For in the TV special, it's clear that the hair above the lip on Chew Bacca's well-groomed face has been darkened into a moustache. Moreover, a Che Guevara style bandolier and burp gun have been added to round out the macho/revolutionary imagery. And, with all the earnest insipidity of a soap opera, the special's world turns on the burning issue NOT of whether humanity will be vindicated and saved by revolutionary success, but rather the more existential, domestic crisis of "Will Solo and Chew-Bacca make it home to the suburban planet through the rush-hour traffic and gunfire in time for Bacca to spend the "Life Day" holiday in his upper-middle-class mansion with his hairy wife, young son and elderly father?" Around that hub of breathless suspense revolves the whole merry-go-round of the special's painted horse interludes.

Most of this space-age soap opera is played out in the Chew-Bacca mansion itself, which is something of a cross between a Swiss Family Robinson tree-house and a plush Playboy Club...the sort of place Tarzan might have wound up in if he'd married Patty Hearst and they'd compromised on architecture...a mansion in the trees. Seems that space-age bootlegging and blockade running pay pretty well, since the Chewbacca mansion is crammed with electronic gadgetry. And it's a good thing, too, since the gadgets are about all in the house that speak English. the three Baccas all communicate by grunts, groans and grimaces. But electronic toys and telecommunications bring a large cast of English speaking characters into the monkey/wookie mansion. A space toy treats the youngest wookie to a cartoon Star Wars drama that looks like a pilot for what the little kids back on your block will probably be watching on Saturday mornings pretty soon. Harvey Korman appears in two different skits via other gadgets, one as a cross between Juliet Childs and an inflated Queen of Hearts in a slapstick Galloping Gourmand cooking lesson, and another as an erratic robot giving the wookie kid instructions on assembling an elec-



tronics kit. A bad-guy imperial guard is entertained by a light-show/rock band number by _____, and grandpa wookie leers and slobbers through a sensuous torch song sung in her slinky, sexy best form by _____ as grandpa trips out audio-visually with his head inserted into a device resembling a beauty-parlor hair drier and chaise lounge...a neat preview of pornography parlors of tomorrow. Even the famous space-port bar menagerie gets into the act, via TV console, with — guess who as barmaid/proprietor/singer? — none other than Beatrice Arthur ("Maude") And Jackie Gleason's old sidekick, Art Carney, carries a fair share of the domestic conversation as the helpful neighborhood trading post operator/friend of the revolution. Even the princess and Luke manage to drop in by video screen to wish the wookie household a happy life day and express confidence that Chewbacca and Solo will make it in time for the holiday.

Even the bad guys get 'niced up' for this special. A squad appears to search the home, dressed in both the white cockroach and laser gun get-up and the khaki Nazi-style uniforms. But apart from a lot of glaring and harrumping, their worst nastiness is thoroughly trashing the kid's room and busting up his toys in their search for evidence of disloyalty or subversion. The one white cockroach left to await Chewbacca's return does get killed, but with only minimal 'violence'. He falls off the high-tree patio; no gunplay, no bloodshed...nice, huh? No killing on holidays or prime time.

One of the more interesting pieces of this patchwork script is the elaboration of the religious themes and overtones of the movie. "Life Day" is a sanitized blend of Thanksgiving, Hannukka and Christmas. As the special closes, Chewbacca and his family bow together for silent prayer before the family meal, and dozens of wookies, wearing scarlet robes, gather reverently in a mist-carpeted outdoor worship setting. Luke and Solo address holiday good will to the worshipping wookies, and the Princess delivers a short sermonette celebrating 'light' freedom and hope. A very pious pigtail on a very ragged script. Welcome to the great American middle class, Star Wars. Your heroes are now, at least by association, nicely domesticated and devout. All that's missing is the flag and apple pie. The benediction of a display of currently-available star-wars toys at your local trader should really keep those Christmas cash registers ringing merrily. Pass the barf bag.

PETER CATTANO, JR.
PROPRIETOR

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affect it. This right comes from the very nature of the university where "the pursuit of knowledge, wisdom, and truth, and the communication of knowledge and its interpretations" shall occur. To better understand this right the nature of the university itself must be understood.

The university was founded so that teachers and students would be located together. In this way students could learn from their teachers and from their fellow students. In the beginning, it was necessary for students and teachers to be near one another, for there was no way to transmit large quantities of knowledge. One could argue that mass publication of books and the electronic media have made the university obsolete, but this would deny the human element involved in the communication of knowledge. Thus, a community of scholars exists in which the pursuit of knowledge, etc., can occur. This community is called a university, and the university is located in a place called a campus. Certain things must be provided for the community; food and housing to name two. A place where the teacher can teach is needed, and it is called a classroom. Also needed is a place where the accumulated knowledge can be stored, and this place is called a library. A liberal arts institution also requires a place where the body can be maintained, and this place is called a gymnasium.

Certain things must exist for a university to exist. Buildings must be maintained so that students can eat, sleep, be taught, exercise and study. These things maintain the life of the student. Teachers also need all these things. The pursuit of knowledge, etc., at a university necessitates that these things be maintained. These are the necessary conditions for the pursuit of knowledge. Students pay money for these conditions to be maintained. The students do not pay for education; knowledge cannot be purchased. Students pay money for the conditions necessary for the pursuit of knowledge to occur. Thus, these conditions are an integral part of the educational process. Without the proper conditions there can be no education.

When money is exchanged, an implied contract exists between the parties involved. One party pays money for something, and the other party delivers that thing. In the case of the university, the student pays for the conditions necessary for the pursuit of knowledge to occur. The implied contract is this: A pays X to B for Y on the condition that A and B can agree on X and Y. If B receives less X than agreed upon, B demands more. If A receives less Y than agreed upon, A demands more. In the case of the university, X is the money paid by students and others, and Y is the conditions necessary for the pursuit of knowledge to occur.

Drew students pay X, but they have no idea what Y is. The contract has not been fulfilled. Student participation in the definition of Y has been limited, at best, to a handful of students, who while certainly attempting to represent the best interests of their peers, have not heard from the majority. There has been no public discussion of what Y is. No options have been offered, no opportunities to debate have emerged, no consensus has developed, no understanding is manifested by the majority in respects to the operation of this university. Examples of the situation are numerous. Where is there an announcement about the impending renovation of the Commons? Who has publicly discussed the campus access question? What options were considered in respects to the Library expansion? Which committees have publicized their meetings? When will the Residential Life committee release its latest resolutions to the community? What does the 8.6 percent faculty salary increase mean for tuition? What does the faculty feel about President Carter's request to hold down wages? Where are the blueprints for the new Pub? What is the SGA doing? What is the Social Committee doing? How will campus vandalism be reduced? Is the latest action by the Housing office fair? What is happening at Drew?

Participation of students in the formulation and application of institutional policy is a right guaranteed by the *Campus Regulations of the Academic Community*. But it is more than a right; it is a responsibility. "Students share ... the responsibility of responding to the needs and wishes of all members of the academic community."

Students have shirked their responsibility, and any recent issue of the *ACORN* will document the fact. The *Inquiring Reporter* is not investigative journalism, it is garbage. A community newspaper merely reflects the views of the community. Students have no one to blame but themselves for what they read Friday evenings and throw out Saturday mornings.

(ed. note — Scott, what is the purpose of this article? I wish you could have told us earlier that we have ceased to exist, it would have saved a lot of time for those of us who are pouring out our guts for this paper every week so that we can be trashed on Saturday morning.)

If anyone finds a French literature textbox (beige with black letters — French Literature) please contact Fabienne Borie at campus phone extension on 3rd Floor, Holloway. This is important.